

HEALTH EDUCATION - Healthy family relationships are critical to maintaining the family unit that historically has been considered the fabric of society. While parents are the primary source from whom children learn skills to act responsibly in relationships, the community and school play supportive roles. Individuals who are confident in their knowledge of themselves and the relationships and interactions within families and other interdependent groups, and who are able to apply skills of developing and maintaining healthy relationships are better able to participate in a healthy family life, to nurture and support others, and to successfully manage their changing life responsibilities.		
6 th Grade	7 th Grade	8 th Grade
Personal Wellness – Personal wellness embodies individual well-being which incorporates physical, social, mental, and emotional health.		
PL-M6-1.1.1 <i>Students will identify why social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship) are necessary.</i>	PL-M-7-1.1.1 <i>Students will explain why social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship) are necessary.</i>	PL-M8-1.1.1 <i>Students will identify social interaction skills (e.g., respect, self-advocacy, cooperation, communication, identifying and being open to different perspectives and points of view, empathy, friendship) and explain why they are necessary.</i>
PL-M6-1.1.2 Students will identify strategies (e.g., goal-setting, effective time-management, personal learning styles and preferences, life-choices, and decision-making) for responding to conflict resolution, peer pressure and bullying,	PL-M7-1.1.2 Students will identify strategies (e.g., goal-setting, effective time-management, personal learning styles and preferences, life-choices, and decision-making) for responding to conflict resolution, peer pressure and bullying and explain the effectiveness of these strategies.	PL-M8-1.1.2 Students will identify strategies (e.g., goal-setting, effective time-management, personal learning styles and preferences, life-choices, and decision-making) for responding to conflict resolution, peer pressure and bullying and explain the effectiveness of these strategies.
PL-M6-1.1.3 <i>Students will identify and explain basic structures and function of the reproductive system.</i>	PL-M7-1.1.3 <i>Students will identify and explain basic structures and function of the reproductive system as it relates to the human life cycle.</i>	PL-M8-1.1.3 <i>Students will identify and explain basic structures and function of the reproductive system as it relates to the human life cycle.</i>
PL-M6-1.1.4 <i>Students will explain with examples how body changes (i.e., body composition, decreased heart rate, reduced cholesterol level) occur following a regular exercise program.</i>	PL-M7-1.1.4 <i>Students will identify and explain how body changes (i.e., body composition, decreased heart rate, reduced cholesterol level) can be the benefits of following a regular exercise program.</i>	PL-8-1.1.4 <i>Students will identify and explain how body changes (i.e., body composition, decreased heart rate, reduced cholesterol level) can be the benefits of following a regular exercise program.</i>
PL-M6-1.1.5 <i>Students will describe the benefits of exercise (i.e., muscular development, good posture, aerobic endurance) on the body that can impact health and disease prevention.</i>	PL-M7-1.1.5 <i>Students will describe the benefits of exercise (i.e., muscular development, good posture, aerobic endurance) on the body that can impact health and disease prevention.</i>	PL-M8-1.1.5 <i>Students will describe how exercise benefits physical development (i.e., body shape, posture, coordination, muscle development).</i>

<i>PL-M6-1.1.6</i> <i>Students will identify the physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.</i>	<i>PL-M7-1.1.6</i> <i>Students will describe physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) that occur during adolescence.</i>	<i>PL-M8-1.1.6</i> <i>Students will identify and explain how physical, social, and emotional changes (e.g., growth spurts, peer influence, self-confidence, mood swings) occur during adolescence.</i>
<i>PL-M6-1.1.7</i> <i>Students will identify abstinence as the only sure means of preventing pregnancy.</i>	<i>PL-M7-1.1.7</i> <i>Students will identify the benefits (i.e., preventing pregnancy, preventing STDs, maintaining self-esteem) of abstaining from sexual activity.</i>	<i>PL-M8-1.1.7</i> <i>Students will identify the risks (e.g., STD's unwanted pregnancies, HIV/AIDS) to being sexually active and strategies for delaying sexual activity (e.g., using refusal skills, talking with parents, doctors, consultants).</i>
Behavioral Choices Behavioral choices and habits contribute to the promotion of an individual's physical health, the prevention of illnesses and diseases, and the ability to remain mentally and emotionally health.		
<i>PL-M6-1.2.1</i> <i>Students will identify how diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drug use) affect body systems (e.g., circulatory, respiratory, digestive).</i>	<i>PL-M7-1.2.1</i> <i>Students will explain how diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drug use) affect body systems (e.g., circulatory, respiratory, digestive).</i>	<i>PL-M8-1.2.1</i> <i>Students will explain and give examples of how diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drug use) affect body systems (e.g., circulatory, respiratory, digestive).</i>
PL-M6-1.2.2 Students will describe how communicable (i.e., cold, flu, virus, mononucleosis, STD/HIV) and non-communicable (i.e., cardiovascular disease, cancer, diabetes, asthma) diseases have different symptoms, treatment and prevention strategies.	PL-M7-1.2.2 Students will compare and contrast how communicable (i.e., cold, flu, viruses, mononucleosis) and non-communicable (i.e., cardiovascular disease, cancer, diabetes, asthma) diseases have different symptoms, treatment and prevention strategies.	PL-M8-1.2.2 Students will analyze and explain how communicable (i.e., colds, flu, hepatitis, HIV/STD, tuberculosis) and non-communicable (i.e., cancer, heart disease, emphysema) diseases have different symptoms, treatment and prevention strategies.
<i>PL-M6-1.2.3</i> <i>Students will identify risks associated with unhealthy habits and behaviors (e.g., substance use/abuse, dietary habits, irregular exercise habits, sexual activity) affect the physical health of adolescents.</i>	<i>PL-M7-1.2.3</i> <i>Students will explain how risks associated with unhealthy habits and behaviors (e.g., substance use/abuse, dietary habits, irregular exercise habits, sexual activity) affect the physical health of adolescents.</i>	<i>PL-M8-1.2.3</i> <i>Students will identify and explain how risks associated with unhealthy habits and behaviors (e.g., substance use/abuse, dietary habits, irregular exercise habits, sexual activity) affect the physical health of adolescents.</i>
PL-M6-1.2.4 Students will identify and explain the consequences (i.e., social, emotional, physical, mental) of risky behavioral choices (e.g., tobacco, alcohol, other drug use, sexual involvement, violent behaviors).	PI-M7-1.2.4 Students will identify and explain how there are consequences (i.e., social, emotional, mental) of risky behavioral choices (i.e., tobacco, alcohol, and other drug use, sexual involvement, violent behaviors) and resources for the addictions.	PI-M8-1.2.4 Students will identify and explain how there are consequences (i.e., social, emotional, mental) of risky behavioral choices (i.e., tobacco, alcohol, and other drug use, sexual involvement, violent behaviors) and resources for the addictions and/or treatments.

<p>PL-M6-1.2.5 <i>Students will identify resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling. (e.g. drug addiction, eating disorders)</i></p>	<p>PL-M7-1.2.5 <i>Students will identify resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling. (e.g. drug addiction, eating disorders)</i></p>	<p>PL-M8-1.2.5 <i>Students will identify resources (e.g. guidance counselors, drug counselors, parents, teachers) that are helpful for individuals seeking treatment or counseling. (e.g. drug addiction, eating disorders)</i></p>
<p>PL-M6-1.2.6 <i>Students will identify self-management and coping strategies (e.g., goal-setting, effective time-management, personal learning styles and preferences, life-choices, and decision-making) that promote mental and emotional health.</i></p>	<p>PL-M7-1.2.6 <i>Students will describe self-management and coping strategies (e.g., goal-setting, effective time-management, personal learning styles and preferences, life-choices, and decision-making) that promote mental and emotional health.</i></p>	<p>PL-M8-1.2.6 <i>Students will explain how self-management and coping strategies (e.g., goal-setting, effective time-management, personal learning styles and preferences, life-choices, and decision-making) promote mental and emotional health.</i></p>
<p>Nutrition Nutritious foods are necessary for growth, development, and maintenance of healthy bodies.</p>		
<p>PL-M6-1.3.1 <i>Students will identify the food sources and that contain specific nutrients (i.e., proteins, carbohydrates, fats, minerals, vitamins, water).</i></p>	<p>PL-M7-1.3.1 <i>Students will identify the nutrients (i.e., proteins, carbohydrates, fats, minerals, vitamins, water) and explain how they are important for growth and development of adolescents.</i></p>	<p>PL-M8-1.3.1 <i>Students will identify the nutrients (i.e., proteins, carbohydrates, fats, minerals, vitamins, water) and explain how they are important for growth and development of adolescents.</i></p>
<p>PL-M6-1.3.2 Students will identify the importance of using United States Department of Agriculture Dietary Guidelines for Healthy Eating and the Food Guide Pyramid in relation to the nutritional and physical needs of adolescents.</p>	<p>PL-M7-1.3.2 Students will describe the importance of using United States Department of Agriculture Dietary Guidelines for Healthy Eating and the Food Guide Pyramid and physical activity in relation to the nutritional and physical needs of adolescents.</p>	<p>PL-M8-1.3.2 Students will identify and explain the importance of using United States Department of Agriculture Dietary Guidelines for Healthy Eating and the Food Guide Pyramid and physical activity in relation to the nutritional and physical needs of adolescents.</p>
<p>Safety Accidents are a major cause of injury and death to children and adolescents.</p>		
<p>PL-M6-1.4.1 <i>Students will identify how health and safety hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents may be minimized by the use of protective gear or equipment (e.g., seatbelts, helmets, knee pads, elbow pads, life vests).</i></p>	<p>PL-M7-1.4.1 <i>Students will explain how health and safety hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents may be minimized by the use of protective gear or equipment (e.g., seatbelts, helmets, knee pads, elbow pads, life vests).</i></p>	<p>PL-M8-1.4.1 <i>Students will identify and explain how health and safety hazards (i.e., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) encountered by adolescents may be minimized with the use of protective gear or equipment (i.e., seatbelts, helmets, knee and elbow pads, life vests).</i></p>

PL-M6-1.4.2 Students will identify basic first-aid procedures that should be used when responding to a variety of life-threatening emergencies (i.e., choking, shock, poisons, burns, allergic reactions, bleeding).	PL-M7-1.4.2 Students will identify and explain basic first-aid procedures that should be used when responding to a variety of life-threatening emergencies (i.e., choking, shock, poisons, burns, allergic reactions, bleeding).	PL-M8-1.4.2 Students will explain how following basic first-aid procedures when responding to a variety of life-threatening emergencies (i.e., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reaction) helps reduce the severity of injuries and/or save lives.
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PHYSICAL EDUCATION -Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities.		
Psychomotor Skills Development of psychomotor skills contributes to the development of social and cognitive skills.		
PL-M6-2.1.1 <i>Students will describe and demonstrate principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.</i>	PL-M7-2.1.1 <i>Students will describe and demonstrate principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.</i>	PL-M8-2.1.1 <i>Students will describe principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.</i>
PL-M6-2.1.2 <i>Students will demonstrate knowledge of the combinations of:</i> <ul style="list-style-type: none"> <i>locomotor (moving from one place to another) (e.g., running, skipping, hopping)</i> <i>nonlocomotor (stationary) (e.g., bending, stretching, twisting) movements</i> <i>is necessary for the improvement of transitional motor skills (necessary for participation in games, activities, and rhythmic movements) (e.g., punting, serving).</i>	PL-M7-2.1.2 <i>Students will identify and demonstrate how knowledge of the combinations of:</i> <ul style="list-style-type: none"> <i>locomotor (moving from one place to another) (e.g., running, skipping, hopping)</i> <i>nonlocomotor (stationary) (e.g., bending, stretching, twisting) movements</i> <i>is necessary for the improvement of transitional motor skills (necessary for participation in games, activities, and rhythmic movements) (e.g., punting, serving, dribbling).</i>	PL-M8-2.1.2 <i>Students will identify and demonstrate how knowledge of the combinations of:</i> <ul style="list-style-type: none"> <i>locomotor (moving from one place to another) (e.g., running, skipping, hopping)</i> <i>nonlocomotor (stationary) (e.g., bending, stretching, twisting) movements</i> <i>is necessary for the improvement of transitional motor skills (necessary for participation in games, activities, and rhythmic movements) (e.g., punting, serving, dribbling).</i>
Fitness Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.		
PL-M6-2.2.1 Students will describe physical, emotional/mental, and social benefits that can be gained from regular participation in leisure/recreational and/or competitive physical activities: <ul style="list-style-type: none"> Physical benefits-Weight management, Muscular strength, Muscular endurance, Flexibility, Cardio-respiratory endurance, Control of body movements Social benefits- Positive interactions with others, Respect for self and others, Enjoyment, Self-expression, Group interaction 	PL-M7-2.2.1 Students will explain physical, emotional/mental, and social benefits that can be gained from regular participation in leisure/recreational and/or competitive physical activities: <ul style="list-style-type: none"> Physical benefits-Weight management, Muscular strength, Muscular endurance, Flexibility, Cardio-respiratory endurance, Control of body movements Social benefits-Positive interactions with others, Respect for self and others, Enjoyment, Self-expression, Group interaction 	PL-M8-2.2.1 Students will compare and contrast physical, emotional/mental, and social benefits that can be gained from regular participation in leisure/recreational and/or competitive physical activities: <ul style="list-style-type: none"> Physical benefits- Weight management, Muscular strength, Muscular endurance, Flexibility, Cardio-respiratory endurance, Control of body movements Social benefits-Positive interactions with others, Respect for self and others, Enjoyment, Self-expression, Group interaction

<ul style="list-style-type: none"> Emotional/mental benefits- Improved confidence, Increased self-esteem, Stress reduction, Self-expression 	<ul style="list-style-type: none"> Emotional/mental benefits-Improved confidence, Increased self-esteem, Stress reduction, Self-expression 	<ul style="list-style-type: none"> Emotional/mental benefits-Improved confidence, Increased self-esteem, Stress reduction, Self-expression
PL-M6-2.2.2 <i>Students will identify techniques (e.g., practice, self-evaluation) used to develop skills that are related to performance in games and/or sports.</i>	PL-M7-2.2.2 <i>Students will identify and explain techniques (e.g., practice, lessons, videos, drills, peer/teacher review, self-evaluation) used to develop skills that are related to lifetime physical activities.</i>	PL-M8-2.2.2 <i>Students will identify and recommend techniques (e.g., practice, self-evaluation) and how they are used to develop skills related to performance in games and/or sports.</i>
Lifetime Physical Wellness Students demonstrate knowledge and skills that promote physical activity throughout their lives.		
PL-M6-2.3.1 Students will describe how applying the FITT Principle (frequency, intensity, type, time) and addressing all components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance) are necessary to achieve benefits from exercise.	PL-M7-2.3.1 Students will explain how applying the FITT Principle (frequency, intensity, type, time) and addressing all components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance) are necessary to achieve benefits from exercise.	PL-M8-2.3.1 Students will describe a plan that applies the FITT Principle (frequency, intensity, type, time) and addresses all components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance) that are necessary to achieve benefits from exercise.
PL-M6-2.3.2 <i>Students will explain offensive and defensive strategies in games and/or sports that make them interesting and enjoyable.</i>	PL-M7-2.3.2 <i>Students will explain offensive and defensive strategies in games and/or sports that make them interesting and enjoyable.</i>	PL-M8-2.3.2 <i>Students will explain offensive and defensive strategies in games and/or sports that make them interesting and enjoyable.</i>
PL-M6-2.3.3 <i>Students will explain how rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) are necessary during games.</i>	PL-M7-2.3.3 <i>Students will explain how rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) are necessary during games.</i>	PL-M8-2.3.3 <i>Students will explain how rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) are necessary during games..</i>

CONSUMERISM - The wide array of products and services available, coupled with the degree of sophistication of advertising, make appropriate consumer selections difficult. Consumer skills are essential for managing personal needs and resources. Consumer decisions extend beyond self and impact the community and environment. Young adults need to know how to manage money in order to make informed financial decisions.		
Consumer Decisions/Advertising – Accessing and assessing consumer information, comparing and evaluating products and services, provides a basis for making effective consumer decisions.		
PL-M6-3.1.1 <i>Students will identify how wants and needs influence consumer decisions.</i>	PL-M7-3.1.1 <i>Students will describe how wants and needs influence consumer decisions.</i>	PL-M8-3.1.1 <i>Students will explain and give examples of wants and needs that influence consumer decisions.</i>
PL-M6-3.1.2 Students will compare products and services based on a range of considerations (e.g., generic vs. brand, immediate availability vs. advance ordering, price vs. quality).	PL-M7-3.1.2 Students will evaluate products and services based on a range of considerations (e.g., generic vs. brand, immediate availability vs. advance ordering, price vs. quality).	PL-M8-3.1.2 Students will compare and evaluate products and services based on a range of considerations (e.g., generic vs. brand, immediate availability vs. advance ordering, price vs. quality).
PL-M6-3.1.3 Students will identify and explain various factors that influence consumer decisions (e.g., peer pressure, desire for status, advertising techniques such as bandwagon, testimonial/endorsement).	PL-M7-3.1.3 Students will identify and explain various factors that influence consumer decision (e.g., bandwagon, snob appeal, testimonial, emotional appeal, free gifts/rewards).	PL-M8-3.1.3 Students will compare and contrast aspects of advertising techniques (i.e., bandwagon, testimonial, snob appeal, facts and figures) that influence consumer decisions.
Financial Literacy – As consumers, individuals need a knowledge base for making financial decisions impacting short and long term goals throughout one's lifetime.		
PI-M6-3.2.1 Students will identify the basic components (i.e., income, expenses, and savings) of a budget and describe a simple savings plan that would achieve a specific goal.	PL-M7-3.2.1 Students will identify financial management practices including budgeting, savings, banking, (e.g., purpose of checking and savings accounts), and investing (e.g., general purpose of investing) and explain how to use these practices to achieve short and long-term goals.	PL-M8-3.2.1 Students will describe financial management practices including budgeting, savings, banking, (e.g., purpose of checking and savings accounts), and investing (e.g., general purpose of investing) and explain how to use these practices to achieve short and long-term goals.

Community & Environment – People rely on and evaluate the services and resources provided through private, public, and non-profit agencies in order to make effective consumer decisions.		
PL-M6-3.3.1 Students will identify how consumer decisions (i.e., reduce, recycle, reuse) have both short and long-term impacts on the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).	PL-M7-3.3.1 Students will explain how consumer decisions (i.e., reduce, recycle, reuse) have both short and long-term impacts on the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).	PL-M8-3.3.1 Students will identify and explain how consumer decisions (i.e., reduce, recycle, reuse) have both short and long-term impacts on the environment (e.g., conserving resources, reducing pollution, reducing solid waste, conserving energy).
PL-M6-3.3.2 <i>Students will identify a range of resources and services provided by community agencies:</i> <ul style="list-style-type: none"> - <i>Public health department</i> - <i>Fire department</i> - <i>Police department</i> - <i>Family resource center</i> 	PL-M7-3.3.2 <i>Students will identify and describe resources and services provided by community agencies:</i> <ul style="list-style-type: none"> - <i>Public health department</i> - <i>Fire department</i> - <i>Police department</i> - <i>Family resource center</i> 	PL-M8-3.3.2 <i>Students will identify and give examples of resources and services provided by community agencies and how these resources benefit the overall community.</i> <ul style="list-style-type: none"> - <i>Public health department</i> - <i>Fire department</i> - <i>Police department</i> - <i>Family resource center</i>
PL-M6-3.3.3 Students will identify environmental conditions (e.g., air and water quality) and the impact of natural resources on personal and community health.	PL-M7-3.3.3 Students will identify and explain how improving environmental conditions (e.g., air and water quality) and preserving natural resources impact personal and community health.	PL-M8-3.3.3 Students will describe and give examples of how improving environmental conditions (e.g., air and water quality) and preserving natural resources impact personal and community health.

Vocational Studies – Awareness of careers start in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path which fits their interests, aptitude, and abilities, while providing strategies to prepare for a career. The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life itself are addressed throughout a student's educational experience.

Academic, Career Planning, Transition – Many factors need to be considered when selecting a career path and preparing for employment.

<p>PL-M6-4.1.1 <i>Students will identify why people need to work (e.g., earning money, contributing to the community, enhancing self-esteem) to meet basic needs (i.e., food clothing, shelter) and for personal satisfaction.</i></p>	<p>PL-M7-4.1.1 <i>Students will describe why people need to work (e.g., social contacts, make purchases for necessities, expands knowledge, develops skills to meet basic needs (i.e. food, clothing, shelter) and for personal satisfaction.</i></p>	<p>PL-M8-4.1.1 <i>Students will explain why people need to work (eg., earn money, contribute to society, develop an identity as a worker, enhance self-esteem) to meet basic needs (i.e., food, clothing, shelter) and for personal satisfaction.</i></p>
<p>PL-M6-4.1.2 <i>Students will identify several job and career opportunities (e.g., sales associate, radio/television broadcaster, child care worker, parks recreation director, computer repair person) in 5 of the 14 Kentucky Career Clusters (i.e., Business and Marketing, Communications, Human Services, Social Services, Information Technology) that vary within and among community and regions.</i></p>	<p>PL-M7-4.1.2 <i>Students will identify and describe how job and career opportunities (e.g., veterinarian, sales associate, interior designer, meteorologist, physical therapist) listed in Kentucky's Fourteen (14) Career Clusters (e.g. Agriculture, Business & Marketing, Human Services, Science & Mathematics, Health Science) vary within and among communities and regions based on available resources.</i></p>	<p>PL-M8-4.1.2 <i>Students will identify and explain jobs in each of Kentucky's Fourteen (14) Career Clusters (i.e., Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) and explain how job and career opportunities vary within and among communities and regions based on available resources.</i></p>
<p>PL-M6-4.1.3 Students will identify how academic classes (e.g., reading, writing, mathematics, music, social studies, science) are used in specific jobs and careers.</p>	<p>PL-M7-4.1.3 Students will identify and describe how academic classes (e.g., reading, writing, math, music social studies, science) are used in specific jobs and careers.</p>	<p>PL-M8-4.1.3 Students will identify and explain with examples how academic classes (e.g., reading, writing, mathematics, communication, science, career and technical) are used in specific jobs or careers.</p>
<p>PL-M6-4.1.4 Students will identify how interest, abilities, and learning styles identified through a</p>	<p>PL-M7-4.1.4 Students will explain how interests, abilities, and learning styles identified through a</p>	<p>PL-M8-4.1.4 Students will analyze how interests, abilities, and learning styles identified through a</p>

variety of means (e.g., informal assessment, new experiences, job fair) can be used in developing career goals and how these are reflected in the Individual Graduation Plan (IGP).	variety of means (e.g., informal assessment, work place visits, guest speakers) can be used in developing career goals and how these are reflected in the Individual Graduation Plan (IGP).	variety of means (e.g., formal assessment for interest, learning styles, job fairs, shadowing) can be used for development of goals in a career plan (Individual Graduation Plan).
<i>PL-M6-4.1.5</i> <i>Students will identify resources (e.g., Internet, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.</i>	<i>PL-M7-4.1.5</i> <i>Students will describe how resources (e.g., Internet, government publications, newspapers, magazines, counselors) and experiences (e.g., shadowing, mentoring) can be used for locating job and career information.</i>	<i>PL-M7-4.1.5</i> <i>Students will explain and evaluate resources (e.g., Internet, newspapers, magazines, family members, counselors, employers) and experiences (e.g., shadowing, mentoring) that can be used for locating job and career information.</i>
<i>PL-M6-4.1.6</i> <i>Students will identify how the components of the Individual Graduation Plan (IGP) can be used as a career planning tool:</i> <ul style="list-style-type: none"> • Academic & career assessments • Career goals • Four year high school plan • Interest/hobbies • School and community activities • Work experiences 	<i>PL-M7-4.1.6</i> <i>Students will explain how the components of the Individual Graduation Plan (IGP) can be used as a career planning tool:</i> <ul style="list-style-type: none"> • Academic & career assessments • Career goals • Four year high school plan • Interest/hobbies • School and community activities • Work experiences 	<i>PL-M8-4.1.6</i> <i>Students will explain and give examples of the components of the Individual Graduation Plan (IGP) can be used as tools in career planning:</i> <ul style="list-style-type: none"> • Academic & career assessments • Career goals • Four year high school plan • Interest/hobbies • School and community activities • Work experiences
<i>PL-M6-4.1.7</i> <i>Students will identify available postsecondary options (e.g., community and technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Graduation Plan (IGP)</i>	<i>PL-M7-4.1.7</i> <i>Students will describe available postsecondary options (e.g., community technical colleges, 4-year colleges, Military service) used when developing career goals that are included in the Individual Graduation Plan (IGP)</i>	<i>PL-M8-4.1.7</i> <i>Students will explain with examples postsecondary options (e.g., community technical colleges, 4-year colleges, military service) used when developing career goals that are included in the Individual Graduation Plan (IGP).</i>
Employability Skills – Positive and negative work habits/ethics impact an individual's success in school and workplace.		
PL-M6-4.2.1 Students will identify individual work habits/ethics (e.g., respect, time management, problem solving) and how these ethics can impact the success of a group.	PL-M7-4.2.1 Students will describe how individual work habits/ethics (i.e., loyalty, problem solving, communication skills, initiative, teamwork) can impact the success of a group.	<i>PL-M8-4.2.1</i> <i>Students will explain how individual work habits/ethics (e.g., goal-setting, following directions, problem-solving, time management, respect) can impact the success of a group.</i>

PL-M6-4.2.2 Students will identify how individual and team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving) contribute to the successful completion of a task.	PL-M7-4.2.2 Students will explain how individual and team skills (e.g., goal setting, listening, following directions, questioning, problem-solving) contribute to the successful completion of a task.	PL-M8-4.2.2 Students will compare and contrast how individual and team skills (e.g., goal setting, listening, following directions, communicating, questioning, problem-solving) contribute to the successful completion of a task.
Communication/Technology – Special skills are needed for success in schooling and in the workplace.		
<i>PL-M6-4.3.1</i> <i>Students will identify careers that are impacted by scientific and technological changes (e.g., nursing, meteorologist, radio & television broadcaster, journalist).</i>	<i>PL-M7-4.3.1</i> <i>Students will explain how scientific and technological changes impact specific careers (e.g., construction worker, horse trainer, meteorologist, food service industry).</i>	<i>PL-M8-4.3.1</i> <i>The student explain how jobs/careers (e.g., physical therapist, meteorologist, radio & television broadcaster, web designer) have been created as a result of scientific and technological advancements.</i>
PL-M6-4.3.2 Students will identify technology (e.g., ATM, robots, cell phones, personal electronic devices) that is commonly used in the workplace.	PL-M7-4.3.2 Students will describe how technology (e.g., word processing, Internet, scanners, email, cell phones) is commonly used in the workplace.	PL-M8-4.3.2 The student will describe and give examples of how technology (e.g., multi-media, word processing, Internet, digital camera, scanners, debit/credit cards) is commonly used in the workplace.
PL-M6-4.3.3 The student will identify how forms of communication and communication skills are important in the classroom and the workplace: <ul style="list-style-type: none"> • Business letter • Nonverbal communication skills (e.g., body language, facial expression, posture, dress) • Verbal skills 	PL-M7-4.3.3 The student will explain how forms of communication and communication skills are used in the classroom and workplace: <ul style="list-style-type: none"> • Letter writing (i.e., business letter) • Nonverbal communication skills (e.g., body language, personal appearance, facial expression, posture, dress) • Verbal skills • Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer) 	PL-M8-4.3.3 The student will evaluate how the forms of communication and communication skills are used in the workplace and when seeking a job/career: <ul style="list-style-type: none"> • Written communication • Nonverbal communication skills (e.g., making eye contact, listening, smiling, body language, facial expression, posture, dress) • Verbal skills (e.g., speaking, giving responses, expressing appreciation, questioning, greeting) • Interview skills (e.g., friendly greeting, maintain eye contact, show enthusiasm about the job, respond positively and honestly, plan questions to ask, listen carefully, thank interviewer)